# Teaching and Learning Policy

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| **Adopted:** | March 2016 |
| **Review Date:** | Spring 2018 |
| **Responsible for Review:** | AHT – Teaching and Learning |
| **Committee for Review:** | Teaching and Learning |
| **Frequency of Review:** | 2 Years |
| **Statutory:** | No |

**Principles of the Policy:**

The Teaching and Learning Policy is a core component of Bungay High School's improvement strategies. We recognise that all students have special skills, abilities and aptitudes and all have an entitlement to access a broad, challenging and appropriate curriculum. Every student is also entitled to experience a variety of teaching and learning styles which enable them to achieve their full potential. The school aims, through successful teaching and learning, to develop the whole child and to enable our students to become lifelong learners.

All staff have a responsibility, collectively and individually, to contribute to the delivery of this broad, challenging and appropriate curriculum. In addition they individually have a responsibility to strive to deliver lessons where the teaching and learning is of the highest quality and where the learning needs of all students are met.

We recognise that continued professional support, coaching and mentoring at whole school, team and individual level is essential to empower staff to deliver effective learning experiences.

**The purpose of the policy is:**

- to ensure high quality teaching and learning experiences for students of all abilities and aptitudes
- to provide a framework for teaching and learning within which there is flexibility and scope for creativity
- to provide coherence of approach and consistency of expectation
- to make explicit the entitlement of all students
- to raise attainment by increasing levels of student motivation, participation and independence
- to promote reflection on, and sharing of, good practice
- to promote an understanding of how learning takes place
- to make explicit a baseline for monitoring and evaluating the teaching and learning that takes place
- to provide practical guidance and clear procedures
- to provide a focus for development
- to inform teachers, students, parents, governors and the wider community about the aims and processes of teaching and learning
- to identify specific areas of responsibility at a whole school, departmental and individual level.

**A Definition of Learning:**

Learning is the process by which an individual makes sense of new experience. Learning takes place when the individual constructs their own knowledge and understanding of a subject, skill or values. Learning often takes place through personal interaction, therefore we believe that it is

important to promote activities that allow the learner to work with others to solve problems, to explore concepts and to develop language as a means of learning and a tool for thinking.

**We believe learning will most effectively take place when:**

- the environment is secure, stable and stimulating
- students' self-esteem is high
- students understand the purpose of the learning and see relevance to their own experience
- students understand the ways in which learning takes place
- the learning builds on prior knowledge and understanding
- success criteria are explicit and models are provided
- the learning is active and collaborative
- student questioning, reflection, and discussion are encouraged
- independent learning and thinking is facilitated and encouraged
- there are opportunities for creativity and utilising different learning styles
- students can self-assess, know what they need to do to improve and are able to set appropriate targets
- students have opportunities to transfer skills, knowledge and understanding to other contexts.

**Summary of Key Ingredients of Successful Lessons**

Over a number of years colleagues, in the context of the national Teaching and Learning Strategy, have worked to reach a consensus about what will be seen in most good (or better!) lessons.  The key ingredients that have been identified, and will be looked for throughout our internal monitoring and evaluation processes are as follows:

1. Starter (appropriate setting of the learning climate)
2. Recap (student involvement)
3. Learning objectives (shared with students appropriately)
4. Teacher input (stimulus to learning)
5. Student grouping/seating plan (engineered by teachers the most effective learning)
6. Student activity (differentiated, meeting, learning styles of all students – all students on task)
7. Teacher and teaching assistant support (purposeful intervention)
8. Quality resources (eg ICT)
9. Summary/plenary/assessment for learning (cross referencing against the learning objectives)
10. Next lesson – continuity and progression – making the connections for the students so that no lesson is taken in isolation.

**The Learning Experience**

It is recognised that colleagues may also wish to extend their repertoire of teaching methods and provision of learning experiences beyond the basic outline given here in order to ensure effective learning and promote high standards for all our students.

**Before the lesson:  Planning and preparation**

- Lessons are planned with clear aims and objectives, structure and challenge for all students
- Objectives are clearly linked to departmental long and medium term plans which are periodically reviewed
- Planning allows for a variety of  learning styles and provides opportunities for developing a wide range of thinking skills
- Teachers make use of all available information, both statistical and personal, to set clear, realistic, yet challenging targets and to plan differentiated learning opportunities
- Lessons are planned to build on prior learning and ensure continuity and progression
- Opportunities for developing literacy, numeracy, ICT skills and cross-curricular elements are integrated into lesson plans wherever possible including Social, Moral, Spiritual and Cultural (SMSC) understanding alongside the embedding of British Values.
- Planning makes provision for the effective use of teaching assistants.
- Appropriate and stimulating resources are organised prior to the lesson.

**Lesson Structure**

This framework is expected to provide the basic structure for all lessons. However it is recognised that it may be adapted to suit the objectives of a particular lesson or sequence of lessons.

**Start of the Lesson**
- The start of the lesson has a clear focus, using activities which immediately engage the learner
- The expected learning outcomes are shared with students, in the context of prior learning, to ensure they understand what they are doing and why
- The success criteria by which the learning will be evaluated are made explicit
- The teacher establishes and communicates clear expectations for behaviour.

**Lesson Development**

**The teacher should**
- Present lessons with clarity, enthusiasm and pace, ensuring timings are clear and adhered to

- Make learning active by providing tasks which enable students to make meaning, construct knowledge and develop understanding and skills
- Model activities and processes, making their thinking and decision-making explicit to students
- Provide exemplar work so that students are aware of the sophistication of response expected
- Provide appropriate levels of scaffolding to support students' learning
- Use a variety of questioning techniques to probe and develop students' understanding
- Promote active listening, inviting a range of different responses and building in time for reflection
- Give constructive, positive feedback on work in progress
- Provide opportunities for success for every student and seek frequent opportunities for praise
- Provide opportunities for progression which increase the level of conceptual challenge, the depth of understanding and the breadth of application of skills
- Vary groupings and seating arrangements according to the task
- Demonstrate flexibility in their approach and be prepared to deviate from the lesson plan where appropriate
- Set a variety of homework tasks to deepen, extend, or initiate learning.

**Students should**
- Work effectively and purposefully in a range of contexts
- Come fully equipped and prepared to maximise the learning opportunity
- Be prepared to share their learning and ideas in an atmosphere of trust
- Ask questions where appropriate – of each other and the teacher
- Support one another, working collaboratively, recognising that the contributions of all are valid
- Undertake self-assessment or peer assessment with some confidence, becoming increasingly able to apply the criteria for success and to set appropriate targets for improvement
- Know where to go for help and recognise that further progress can always be made
- Be able to select appropriate learning resources to help develop their own learning
- Work with increasing independence, developing the skills to become life-long learners
- Make increasing use of ICT to develop their learning, accessing a wide variety of sources and using appropriate methods to present their work
- Develop an understanding of how they learn best

**End of the Lesson**
- The teacher creates the time to review lesson objectives and learning outcomes
- Students have the opportunity to identify their own progress and set themselves appropriate targets

- Students receive supportive feedback from the teacher or their peers where appropriate
- Opportunities are provided to celebrate success
- The end of the lesson is prompt and orderly, allowing for efficient transition between lessons.

**Assessment for Learning (Please refer to Feedback and Marking Policy for further details).**

- Students receive regular developmental and motivational feedback in a variety of ways to enable them to progress.
- Feedback will sometimes include quality written comments which recognise the strengths of a piece of work and identify targets for improvement in a constructive, personalised way
- Students are able to act upon the advice they are given to improve their performance
- Frequent opportunities are taken within lessons to provide immediate verbal feedback
- Students are encouraged to judge the success of their own work and set themselves targets for their own improvement.
- The language of subject progress is shared with students.
- Students are made aware of the criteria for progression between levels or grades and are enabled to interpret these criteria in a meaningful way.
- Students are encouraged to critically, but supportively, judge the performance of others within their group.
- Levels of work are modelled through display and explanation
- Within departments there will be opportunities for marking to be standardised across a year group.

A number of policies of proven effectiveness already exist to enhance the teaching and learning which takes place at Bungay High School. These policies should be read alongside this document and will provide more specific guidance in certain areas:

- Able, Gifted and Talented Policy
- Assessment, Recording and Reporting Policy
- Controlled Assessment Policy
- Curriculum Policy
- Learning Expectations Policy
- Special Educational Needs Policy
- Work Related Learning Policy
- Homework Policy

**Teaching and Learning Policy: Roles and Responsibilities**

**Governors**

- To ensure the effective and rigorous implementation and monitoring of the policy.

**Senior Leadership Team**

- To provide appropriate support, training and resources for departments and individuals
- To monitor and evaluate the delivery and impact of the policy
- To modify and update the policy in the light of ongoing developments and the changing needs of the school.
- Complete 'blinks' (informal learning walks) and work scrutiny according to accountability cycle (attached).

**Teaching staff**

- To implement this policy by ensuring a consistent delivery of high quality learning experiences
- To be responsible for short term planning, in conjunction with department teams
- Sharing good practice is crucial to ensuring that ideas and strategies are communicated and disseminated across the school.  The school acknowledges (formally through its continual professional development programme and informally on a day to day basis) the importance of pooling the wealth of expertise across the school.  Effective practice is shared in a number of ways which includes:

    - Teaching & Learning Forum
    - Continuing Professional Development – the in-house programme
    - 'Teach-meets'
    - Observations – formal and informal
    - Open Classrooms
    - Professional dialogue
    - Professional Development Days
    - Faculty meetings

**Directors and Subject Teams**

- To be responsible for the coordination of long, medium and short term planning of schemes of work taking into consideration the aims and objectives of the policy
- To monitor and evaluate consistent delivery of the policy at team Level

- To provide appropriate support to team members through training materials or coaching.
- Complete 'blinks' and work scrutiny according to accountability cycle.

**Students**

- To work positively within lessons to enable staff to implement the policy effectively
- To extend the learning experience outside the classroom by ensuring completion of the learning tasks set as homework.

**Those with parental responsibility**

- To support the policy of the school, in line with the Home School Learning agreement, by providing support for students at home, allowing them to continue to develop their learning effectively.